

8228 Bridgegate Dr
Huntersville, NC 28078

April 23, 2017

Kennebunk High School
89 Fletcher Street
Kennebunk, Maine 04043

Dear Hiring Committee:

I am writing about the Kennebunk High School 9-12 English teacher position posted on Servingschools.com. I will be receiving my B.S. in Secondary Education with a Concentration in English in December of 2017. After completing my semester of student teaching in the fall, I will also be receiving my Maine State Teacher Certification for grades 7-12, including my passing of the Praxis I and II exams.

During my time throughout UMF, I have been able to emerge myself into all different kinds of experiences with high school aged students. Pre-college, I was focused mostly on my own gains through working and life experience as I was raising my now seven year old niece and partaking in all different kinds of activities in her years of growing up. Throughout my practicum experience, I was given all different kinds of tasks and challenges that showed me that teaching in a high school is exactly where I belong. From my student's personal lives flowing into their school lives, the struggles of helping some students reach that line to graduation, I have seen and experienced that helping students become the best they possibly can be is something I would love every opportunity to do, especially in a school that promotes life-long learning through a varied and rigorous academic program.

I look forward to discussing my skills and qualifications with in an interview. Please find my resume, and three letters of recommendation, and also a copy of my transcript attached. If you have any questions regarding my application, please feel welcome to contact me at 603-702-2834 or via email at sarah.boisselle@maine.edu. Thank you for considering my interests in a safe and caring learning environment for students and teachers alike at Kennebunk High School.

Thank you for your consideration,

Sarah Boisselle



Regional School Unit 21
177 Alewife Road
Kennebunk, Maine 04043
(207) 985-1100
Fax: (207) 985-1104
www.rsu21.net

TEACHING APPLICATION

RSU 21 DOES NOT DISCRIMINATE IN THE OPERATION OF ITS EDUCATIONAL AND EMPLOYMENT POLICIES AND WILL HONOR ALL APPROPRIATE LAWS RELATIVE TO DISCRIMINATION.

Name: Sarah Boisselle Position(s) applying for: (Grade level, subject, other):
Date: April 20, 2017 9-12 English
Position Location: Kennebunk High School
When will you be available? January 2018
Permanent Address: 8228 Bridgegate Dr Huntersville, North Carolina Phone: (603)702-2834
Temporary Address: 554 Coles Hill Rd Wells, Maine Phone: _____
Email Address: Sarah.boisselle95@gmail.com

EDUCATION: Transcripts, including grades, from all college(s)/university(ies) attended must be provided.

| <u>College/University Attended</u> | <u>Degree Awarded (if any)</u> | <u>Year Earned</u> | <u>No. of Years Attended</u> | <u>Grade Point Average</u> |
|--|--------------------------------|--------------------|------------------------------|----------------------------|
| <u>University of Maine at Farmington</u> | | <u>2017</u> | <u>4</u> | <u>3.3</u> |
| | | | | |
| | | | | |
| | | | | |

Number of semester hours in:

| | |
|-----------------------------------|--|
| <u>40</u> English/Reading/Writing | <u>36</u> Major (Subject: <u>Education</u>) |
| <u>4</u> Math | Minor (Subject: _____) |
| <u>6</u> Special Education | Major (Subject: _____) |
| | Minor (Subject: _____) |

CERTIFICATION: List certification(s) you hold and provide copies of certification.

| <u>Type</u> | <u>State</u> | <u>Date Issued</u> | <u>Date of Expiration</u> |
|-------------|--------------|--------------------|---------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

If you do not hold a Maine certificate, for what type of Maine certificate are you applying and eligible? _____

I will be applying for the Maine State Teacher Certification after completion of my student teaching in the fall of 2017

In addition to your Maine Teacher Certification, are you Highly Qualified in your content area? _____

NOTE: Please provide EVIDENCE of HQT status from your most recent district.

NOTE: Candidates who do not hold Maine certification should direct an inquiry to the Maine Department of Education, Division of Certification and Placement, Augusta, Maine 04333.

EXPERIENCE: A resume must be provided. In addition to education background and work experience, include extra-curricular activities in which you have been involved. Please list below positions held, employer and dates of employment for the past ten years. Please account for any gaps in employment on a separate page.

| <u>From (month/year)</u> | <u>To (month/year)</u> | <u>Position</u> | <u>Employer</u> |
|--------------------------|------------------------|-------------------------------|-----------------|
| August 2011 | August 2015 | Cashier, Front End Supervisor | Market Basket |
| May 2016 | Current | Cashier, Service Leader | Hannaford |
| | | | |
| | | | |

Number of years of teaching experience in schools requiring state certification: 0_____.

NARRATIVES: RSU 21 has many motivated students and an engaged community. Our teachers must be dynamic and versatile. We also value those who are well-read and who write well themselves. With that in mind, please answer the following questions to provide us with greater insight into your philosophy and experience as a professional educator:

1. Please describe below a specific class or instructional activity you planned and implemented which illustrates your philosophy of teaching and is the best example of your teaching skill. What evidence showed you that this class or activity was successful in terms of student motivation and achievement?

Please See Attached

3. Please describe your experience with standards-based grading procedures. How do you incorporate standards-based elements in your classroom? _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

BACKGROUND:

Have you ever been disciplined, discharged, or asked to resign from a prior position? Yes___ No X

Have you ever resigned from a prior position after a complaint had been received against you or your conduct was under investigation or review? Yes___ No X

Has your contract in a prior position ever been non-renewed? Yes___ No X

Have you ever not been nominated for re-employment in a prior position or ever had your nomination for re-employment not be approved? Yes___ No X

Have you ever been charged with or investigated for sexual abuse or harassment of another person? Yes___ No X

Have you ever been convicted of a crime (other than a minor traffic offense)? Yes___ No X

Have you ever entered a plea of guilty or "no contest" (nolo contendere) to any crime (other than minor traffic offense)? Yes___ No X

Have you ever had a professional license or certificate suspended or revoked in any state, or have you ever voluntarily surrendered, temporarily or permanently, a professional license or certificate in any state? Yes___ No X

Has any court ever deferred, filed or dismissed proceedings without a finding of guilty and required that you pay a fine, penalty or court costs and/or imposed a requirement as to your behavior or conduct for a period of time in connection with any crime (other than a minor traffic offense)? Yes___ No X

If you have answered YES to any of the previous questions, provide full details below, including, with respect to court actions, the date, offense in question, and the address of the court involved. Conviction or other disposition of a crime is not necessarily an automatic bar to employment.

REFERENCES: List three, two of whom are most recent supervisors, who can comment on your ability and whom we may contact. In addition, please provide three current letters of reference from persons who are not related to you (may be from references listed below).

| <u>Name</u> | <u>Position</u> | <u>Address</u> | <u>Phone</u> |
|-----------------|-----------------------|----------------|-------------------------|
| Elizabeth Evans | Field Supervisor | Farmington, ME | e.evans@maine.edu |
| Dan Ryder | English 9-12 Mt. Blue | Farmington, ME | dryder@mtbluersd.org |
| Deb Baker | Field Supervisor | Farmington, ME | Deborah.baker@maine.edu |

AUTHORIZATION: My signature below constitutes authorization to check my employment history, including without limitation, criminal arrest and conviction record checks, reference checks, and release of investigatory information possessed by any state, local or federal agency. I further authorize those persons, agencies or entities that RSU 21 contacts in connection with my employment application to fully provide RSU 21 any information on the matters set forth above. I expressly waive in connection with any request for or provision of such information, any claims, including without limitation, defamation, emotional distress, invasion of privacy, or interference with contractual relations that I might otherwise have against RSU 21 its agents and officials or against any provider of such information.

I understand that information submitted in and with this application may be disclosed to a screening and/or interviewing committee, which may include board members, administrators, staff, and members of the community. I give my consent to this disclosure.

Sarah Boisselle

4/30/17

Signature/Date

APPLICATION FOR TEACHING POSITION CHECK LIST: The completed employment application cannot be evaluated unless all of the following materials have been provided:

- _____ Application form fully completed
- _____ Copies of Transcript(s)
- _____ Copy of Maine Certification(s)
- _____ Evidence of Highly Qualified Status
- _____ Resume
- _____ Gaps in employment during the past ten years explained
- _____ Illustration of your philosophy of teaching
- _____ YES to any of the questions in the background section explained
- _____ Three letters of reference
- _____ Application signed

NOTE: ALL APPLICATION MATERIALS BECOME THE PROPERTY OF RSU 21. NONE WILL BE RETURNED. PROVIDING ANY FALSE OR MISLEADING INFORMATION ON THIS APPLICATION OR IN THE APPLICATION OR EMPLOYMENT SCREENING PROCESS SHALL BE FULLY SUFFICIENT GROUNDS TO REFUSE TO EMPLOY THE APPLICANT OR, IF THE APPLICANT HAS BEEN EMPLOYED, TO IMMEDIATELY DISMISS THE APPLICANT/EMPLOYEE.

NOTE: EMPLOYMENT CANNOT BE FINALIZED UNTIL THE APPLICANT HAS COMPLETED REQUIREMENTS FOR COMPLETE BACKGROUND CHECKS AND FINGERPRINTING AS REQUIRED BY MAINE STATE STATUTE.



Application Questions

1. Please describe below a specific class or instructional activity you planned and implemented which illustrates your philosophy of teaching and is the best example of your teaching skill. What evidence showed you that this class or activity was successful in terms of student motivation and achievement?

During my practicum experience, I was given the opportunity to run my mentors classroom for an extended period of time while he was away at a conference. Because of this I was allowed to give the student kind of education that they had been receiving throughout the year with my mentor, while also putting my own twist on things. For example, one of my favorite lessons that I got to plan and implement was for my Junior Literature Popular Culture class. I had a group of about 16 students, all at the CP level and they were struggling to get a grasp as to what Popular Culture really was. To help with this, I planned a lesson that allowed students to understand how to analyze geographic areas and use their deductive reasoning skills to find the best possible outcome to certain scenarios while creating their own band that would be going on tour throughout the United States. Students had to know how to predict their future of their bands by using past examples of popularity of music and to do this, the students had to be able to analyze graphs and scenarios based off of prior knowledge to decide the best possible outcome of their newly created bands. This allowed my students to really express themselves, and their own lives and experiences, while also defending their own choices while seeing the immediate and direct consequences of their actions in a very low risk area. I was very satisfied in the result of the creation of their bands, for my students not only raved about the activity on their blog posting, they gave me suggestions as to how we could continue that lesson while including the rest of the school in a survey, seeing which bands and kinds of music are most popular in the entire high school. Not only was I able to allow my students to grow on their own with guidance from myself as needed, they took my intentions and went running, working together to expand the lesson.

2. How do you ensure that your lessons are relevant and appropriately rigorous for students?

I take a lot of pride in being able to push my students to their limits, but not overstepping, or pushing them too far. I keep this up to date and in check constantly through blog posting, and one-on-one check in's throughout not only the week with my students, but

through the individual lessons. I find that it is very important to be in touch with my students and where they are and what they need in their education. My being there is not for my own benefit, it is for them. Because of this, I feel that it is equally important that my students are doing things that they will actually enjoy. With this, I like to take some of the lessons that might seem somewhat mundane/classic and connect it back to popular culture, to current events, and really just about anything that my students will find interesting. To get the kind of information from my students as to what they like and dislike, I will do initial surveys at the beginning of the year, I will talk about local events or school events and see who takes an interest, I will ask them questions about their activities outside of school etc. I find that the more interest you show in your students and their lives, the more interest they will have in trying to think outside of the box in your own classroom; you see a little, you give a little and vice-versa.

3. Please describe your experience with standards-based grading procedures. How do you incorporate standards-based elements in your classroom?

Though I have had little working experience with standards-based grading procedures, I have been exposed to the idea and the workings of it while I have attended the University of Maine at Farmington. During my practicum experience in the spring of 2015, my mentor was starting to combine standards-based grading with the traditional grading elements, and I feel like this is something I am very comfortable with, so the transition should not be a difficult one for me to make. I plan on incorporating the aspects of this kind of grading system into my classroom by having constant feed backing throughout the entirety of the year with my students. By taking on these multiple opportunities throughout the year, I would be able to break down the standards to each individual student and show them where they are lacking and need improvements. I feel like this is very important for my students to be able to understand, and I also feel like it is even more beneficial for myself, as an educator, to be able to have an individual student be able to tell me exactly where they may or may not be struggling.

Sarah Elizabeth Boisselle

8228 Bridgegate Dr
Huntersville, NC 28078

Sarah.boisselle@maine.edu
(603) 702-2834

Summary of Qualifications: Dedicated, organized, and high-spirited individual with experience in supervising, administrative assistance, tutoring, and development of children.

Education: University of Maine at Farmington located in Farmington, ME
Secondary Education with a Concentration in English Graduate: 2017
GPA: 3.5
Certificate 7-12
Sanborn Regional High School located in Kingston, NH
Graduated: 2013

Experience: Practicum Experience at RSU 9 Mt. Blue High School 9-12 grade English 2014-2015
Volunteer teacher at RSU 9 Mt. Blue Middle School 7 grade English 2013-2014
Program Supervisor of the Center for Student Involvement located at the University of Maine at Farmington 2014-Current

- In charge of the administrative assistant side of all clubs and organizations on campus
- Organize and see through 100% of our off campus trips to different areas throughout New England

Volunteer Experience: Community Elder Care in Hampstead, NH 2011-2013
Pet Care Provider at Thee Privileged Pet in York, ME 2008-2012

Activities/Leadership Positions: Editor-in-chief The Sanborn Voice at Sanborn Regional High School located in Kingston, NH 2011-2013

Software Skills: Skilled with Weebly, Prezi, WikiSpaces. Proficient in the following: Microsoft Office, Excel, PowerPoint, Word, and Adobe Illustrator.

Certifications: CPR, First Aid

References:

Elizabeth Yeaton-Evans
Practicum Placement Supervisor
e.evans@maine.edu

Daniel Ryder
Practicum Mentor
dryder@mtbluersd.org

Deb Baker
Student Teaching Supervisor
dbaker@maine.edu

Sarah Boisselle

Philosophy of Education

I honestly have never looked into this position of teaching as something that I will gain anything for myself. There is a saying in the south that my family uses a lot of the time, “Do what makes your heart feel the warmest” and that is what teaching does for me. Being able to see the light bulb turn on for a student sends goose bumps up and down my spine. This isn’t something for me to gain; it is something that I will be doing so that all the students who walk through my door will gain something for themselves.

I will do everything in my power for those kids. So many people say that I will be worn out after a few years, but I also know my limits. I feel like I could be the one that students go to, but they will come to me, knowing that I might have to redirect them, I might have to be busy sometimes, I might be with another student with a more pressing issue. These are all of the things that continuously run through my head, but I know that I will contribute a safe place for all of these kids to go to.

I believe that through my entire philosophy, I can contribute to a school district the idea of student led instruction. I believe that especially in a high school setting, students should be able to experience and interact with big ideas and issues in a “real world” kind of way. These students should be shown what it is like to be a functioning member of society and I believe that by running my classroom with such an open discussion base, and having my room be somewhere where we can tackle big ideas and maybe even some controversial ideas, this is a way that my students will be able to get that kind of connection with the real world. What some teachers tend to forget is that most students are experiencing these kinds of issues in their day-to-day lives as it is, and we should be utilizing their experiences to allow all of the students to gain that culture. I stress one last time that teaching is not something that I see myself striving for personal gain. I see myself doing everything in my power to allow my students to thrive whether it is with their education or with their daily lives. My hope is that my students can connect well enough with me that they come back and follow up with me, because I know that I will be more invested in their lives and their goals than with my own.

Name : Sarah Elizabeth Boisselle
Student ID: 0851449
Birthdate : 1995-06-28

| | | | | | | | |
|-----------|-------|------------|-------|--------------|-------|-------|--------|
| Term GPA: | 3.168 | GPA Hours: | 16.00 | Term Totals: | 16.00 | 16.00 | 50.680 |
|-----------|-------|------------|-------|--------------|-------|-------|--------|

| 2015 Spring | | | | | | |
|-------------|-----|-------------------------------------|-----------|--------|-------|--------|
| Plan: | | Secondary Education - English Major | | | | |
| Course | | Description | Attempted | Earned | Grade | Points |
| EDU | 221 | Sec Methods & Practicum Block | 12.00 | 12.00 | A | 48.000 |
| ENG | 230 | Writing/Teaching of Writing | 4.00 | 4.00 | B | 12.000 |

| | | | | | | | |
|----------------------|-------|------------|-------|--------------|-------|-------|--------|
| Term GPA: | 3.750 | GPA Hours: | 16.00 | Term Totals: | 16.00 | 16.00 | 60.000 |
| Dean's List - Honors | | | | | | | |

| Plan: | | 2015 Fall | | | | | |
|-------------------------------------|-------|-----------------------------|-------|--------------|--------|-------|--------|
| Secondary Education - English Major | | | | | | | |
| Course | | Description | | Attempted | Earned | Grade | Points |
| EDU | 301 | Texts and Teaching | | 4.00 | 4.00 | A | 16.000 |
| ENG | 210 | Fiction Writing | | 4.00 | 4.00 | B | 12.000 |
| ENG | 250H | Shakespeare | | 4.00 | 4.00 | A | 16.000 |
| ENG | 252H | British Texts & Contexts II | | 4.00 | 4.00 | B | 12.000 |
| Term GPA: | 3.500 | GPA Hours: | 16.00 | Term Totals: | 16.00 | | 56.000 |
| Dean's List - Honors | | | | | | | |

| 2016 Spring | | | | | | | |
|---------------|-------------------------------------|--------------------------------|------------|------------------|---------------|--------------|---------------|
| Plan: | Secondary Education - English Major | | | | | | |
| <u>Course</u> | | <u>Description</u> | | <u>Attempted</u> | <u>Earned</u> | <u>Grade</u> | <u>Points</u> |
| BIO | 110N | Introductory Biology | | 4.00 | 4.00 | B- | 10.680 |
| | | Course Topic: Marine Biology | | | | | |
| EDU | 363 | Tch English Mid/Sec Schools | | 4.00 | 4.00 | B+ | 13.320 |
| ENG | 362 | American Environmental Writing | | 4.00 | 4.00 | B | 12.000 |
| SED | 361 | Tch St W Dis/At-Risk Sec Gn Cl | | 4.00 | 4.00 | A- | 14.680 |
| | Term GPA: | 3.168 | GPA Hours: | 16.00 | Term Totals: | 16.00 | 50.680 |

| 2016 Fall | | | | | | | | | |
|---------------|-------------------------------------|--|------------|-------|------------------|---------------|--------------|---------------|--------|
| Plan: | Secondary Education - English Major | | | | | | | | |
| <u>Course</u> | <u>Description</u> | | | | <u>Attempted</u> | <u>Earned</u> | <u>Grade</u> | <u>Points</u> | |
| EDU | 330 | Young Adult Literature | | | 4.00 | 4.00 | A- | 14.680 | |
| ENG | 277H | Topics in English | | | 4.00 | 4.00 | B- | 10.680 | |
| | | Course Topic: African American Lit and Music | | | | | | | |
| ENG | 377 | Advanced Topics in English | | | 4.00 | 4.00 | A- | 14.680 | |
| | | Course Topic: Transatlantic 18th-Cent Women | | | | | | | |
| | Term GPA: | 3.337 | GPA Hours: | 12.00 | Term Totals: | 12.00 | 12.00 | | 40.040 |

| | | | | | | | |
|-----------|-------|------------|-------|--------------|-------|-------|--------|
| Term GPA: | 3.337 | GPA Hours: | 12.00 | Term Totals: | 12.00 | 12.00 | 40.040 |
|-----------|-------|------------|-------|--------------|-------|-------|--------|

| Course | Description | Attempted | Earned | Grade | Points |
|--|----------------------------------|-----------|--------|-------|--------|
| CHY | 110N Elementary Chemistry | 4.00 | 4.00 | B- | 10.680 |
| | Course Topic: Biochemistry | | | | |
| ENG | 121H Introduction to Linguistics | 4.00 | 4.00 | B | 12.000 |
| ENG | 181 Literary Analysis & Interp | 4.00 | 4.00 | B+ | 13.320 |
| PSY | 225S Child & Adolescent Devel | 4.00 | 4.00 | A- | 14.680 |
| Repeated: Final Attempt - Counts. Grade in GPA | | | | | |

Unofficial Transcript

Page 2 of 2

University of Maine at Farmington
Print Date: 04/30/2017

Name : Sarah Elizabeth Boisselle
Student ID: 0851449
Birthdate : 1995-06-28

2017 Spring

Plan: Secondary Education - English Major

| Course | Description | Attempted | Earned | Grade | Points |
|--|--------------------------------|-----------|--------|-------|--------|
| ANT 210S | Latin America:Cultures&Context | 4.00 | 0.00 | | 0.000 |
| EDU 402 | Philosophy/History/Culture Edu | 4.00 | 0.00 | | 0.000 |
| ENG 477 | Seminar Topics in English | 4.00 | 0.00 | | 0.000 |
| Course Topic: The Self-Conscious Novel | | | | | |

Term GPA: 0.000 GPA Hours: 0.00 Term Totals: 12.00 0.00 0.000

2017 Fall

Plan: Secondary Education - English Major

| Course | Description | Attempted | Earned | Grade | Points |
|---------|------------------------------|-----------|--------|-------|--------|
| EDU 460 | St Tch & Sem Middle/Sec Educ | 8.00 | 0.00 | | 0.000 |
| EDU 460 | St Tch & Sem Middle/Sec Educ | 8.00 | 0.00 | | 0.000 |

Term GPA: 0.000 GPA Hours: 0.00 Term Totals: 16.00 0.00 0.000

Undergraduate Career Totals

| | | | | Attempted | Earned | Points |
|----------|-------|------------|--------|-------------|--------|---------|
| Cum GPA: | 3.268 | GPA Hours: | 100.00 | Cum Totals: | 137.00 | 101.00 |
| | | | | | | 326.800 |

End of Unofficial Transcript

TEST TAKER: BOISSELLE, SARAH E

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 12/29/2016

Passed/ Not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

UNIVERSITY OF MAINE FARMINGTON

3506

| Test Date | Test Code | Test Name | Your Highest Score | Required Minimum Score | Minimum Score Met/ Not Met | Required Passing Score | Passed/ Not Passed Status |
|------------|-----------|------------------------------------|--------------------|------------------------|----------------------------|------------------------|---------------------------|
| 12/16/2016 | 5038 | ENG LANG ARTS: CK | 167 | | | 167 | PASSED |
| 10/08/2014 | 5712 | CORE ACAD SKILLS FOR EDUC: READING | 182 | | | | |
| 10/08/2014 | 5722 | CORE ACAD SKILLS FOR EDUC: WRITING | 164 | | | | |
| 10/08/2014 | 5732 | CORE ACAD SKILLS FOR EDUC: MATH | 152 | | | | |

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at www.ets.org/praxis. Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.